



# The New York State Report Card 2011–12

School **ALBANY HIGH SCHOOL**  
School ID **01-01-00-01-0034**  
District **ALBANY CITY SCHOOL DISTRICT**  
Principal **DAVID MCCALLA**  
Telephone **(518) 454-3987**  
Grades **9-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **ALBANY HIGH SCHOOL**  
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District **ALBANY CITY SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	2	0
Grade 9	791	630	714
Grade 10	728	621	483
Grade 11	576	579	482
Grade 12	503	652	513
Ungraded Secondary	0	23	44
<b>Total K-12</b>	<b>2598</b>	<b>2507</b>	<b>2236</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English		12	
Mathematics			6
Science			
Social Studies			
<b>Grade 10</b>			
English	19	24	25
Mathematics	15	18	
Science	12	20	
Social Studies	25	23	20

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1078	41%	885	35%	1016	45%
Reduced Price Lunch	197	8%	147	6%	116	5%
Limited English Proficient	147	6%	158	6%	169	8%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	14	1%	10	0%	9	0%
Black or African American	1662	64%	1526	61%	1268	57%
Hispanic or Latino	270	10%	279	11%	261	12%
Asian or Native Hawaiian/Other Pacific Islander	125	5%	144	6%	172	8%
White	527	20%	515	21%	500	22%
Multiracial	0	0%	33	1%	26	1%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		91%		85%		88%
Student Suspensions	542	20%	406	16%	490	20%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	196	166	154
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	1%
Percent with Fewer than Three Years of Experience	5%	1%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	20%	20%	19%
<b>Total Number of Core Classes</b>	654	602	492
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	869	791	706
Percent Taught by Teachers Without Appropriate Certification	0%	0%	2%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	30%	10%
Turnover Rate of All Teachers	12%	18%	17%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	42	41	49
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	5	4	2
Principals	5	4	5

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

# 2 Student Performance

School **ALBANY HIGH SCHOOL**  
School ID **01-01-00-01-0034**

District **ALBANY CITY SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **English Language Arts**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### **Mathematics**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

## **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

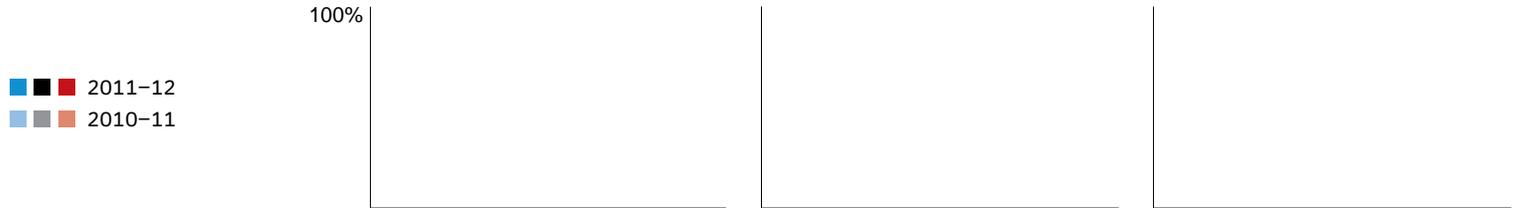
School **ALBANY HIGH SCHOOL**  
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## Results in Grade 8 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

\*Range:



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

### NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT) <sup>†</sup> : Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

<sup>†</sup> These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

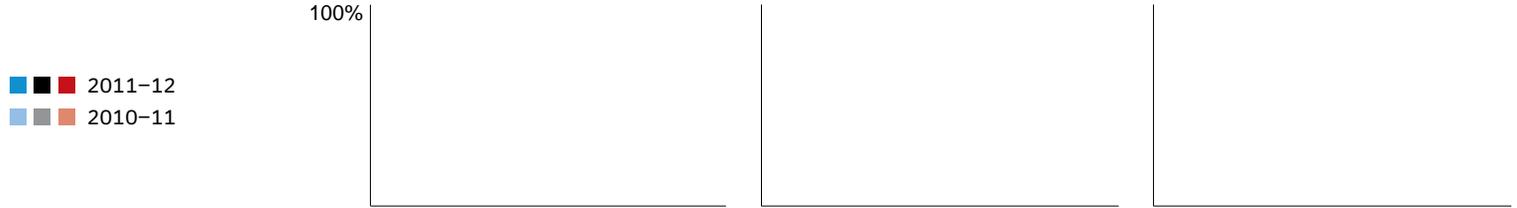
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## Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

\*Range:



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

#### NOTES

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### Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	0	–	–	–

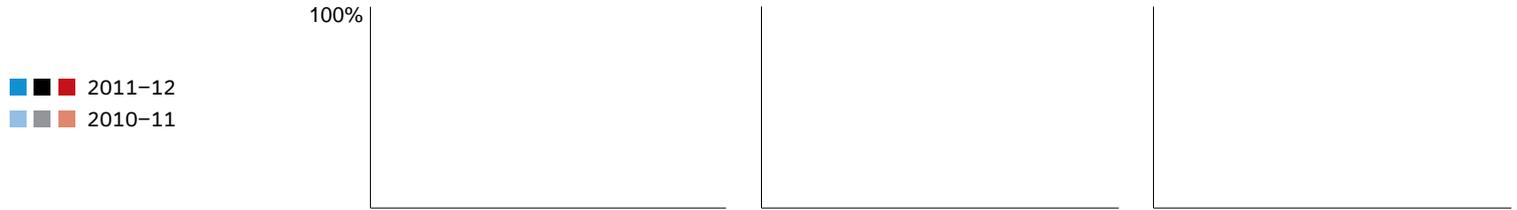
# 2 Student Performance

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## Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

#### NOTES

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### Other Assessments

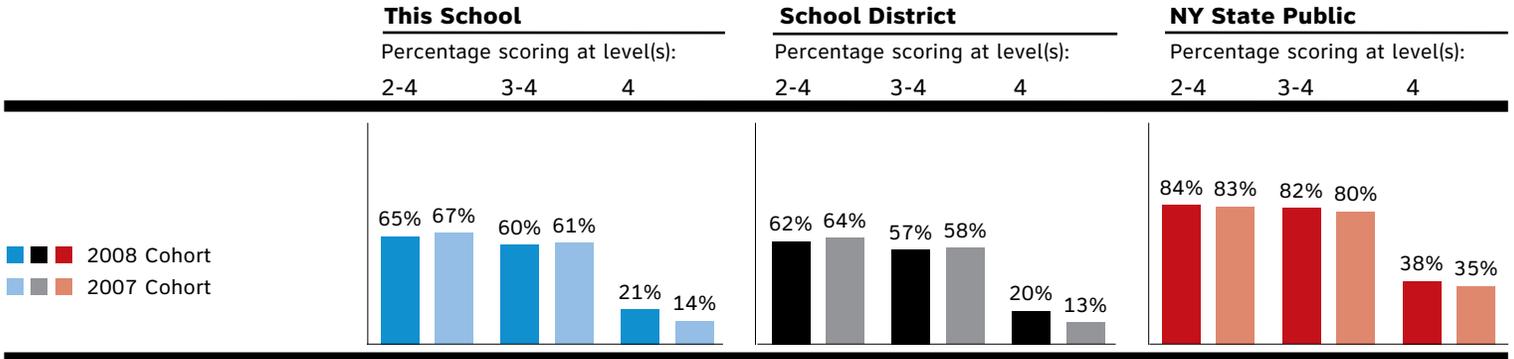
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			
Regents Science	0				0			

# 2 Student Performance

School **ALBANY HIGH SCHOOL**  
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District **ALBANY CITY SCHOOL DISTRICT**

## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



### Results by Student Group

Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>658</b>	<b>65%</b>	<b>60%</b>	<b>21%</b>	<b>714</b>	<b>67%</b>	<b>61%</b>	<b>14%</b>
Female	366	70%	65%	21%	373	72%	66%	16%
Male	292	60%	55%	22%	341	62%	55%	12%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	393	61%	55%	11%	454	65%	58%	6%
Hispanic or Latino	83	70%	63%	19%	74	54%	49%	5%
Asian or Native Hawaiian/Other Pacific Islander	51	47%	39%	14%	37	65%	57%	24%
White	122	82%	81%	56%	142	81%	76%	43%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	9	89%	89%	56%	7	71%	71%	0%
General-Education Students	556	72%	68%	25%	580	76%	71%	17%
Students with Disabilities	102	29%	18%	2%	134	31%	19%	1%
English Proficient	603	67%	63%	23%	674	68%	63%	15%
Limited English Proficient	55	47%	36%	2%	40	50%	28%	0%
Economically Disadvantaged	386	64%	58%	14%	358	65%	58%	5%
Not Disadvantaged	272	67%	64%	32%	356	69%	64%	23%
Migrant								
Not Migrant	658	65%	60%	21%	714	67%	61%	14%

#### NOTES

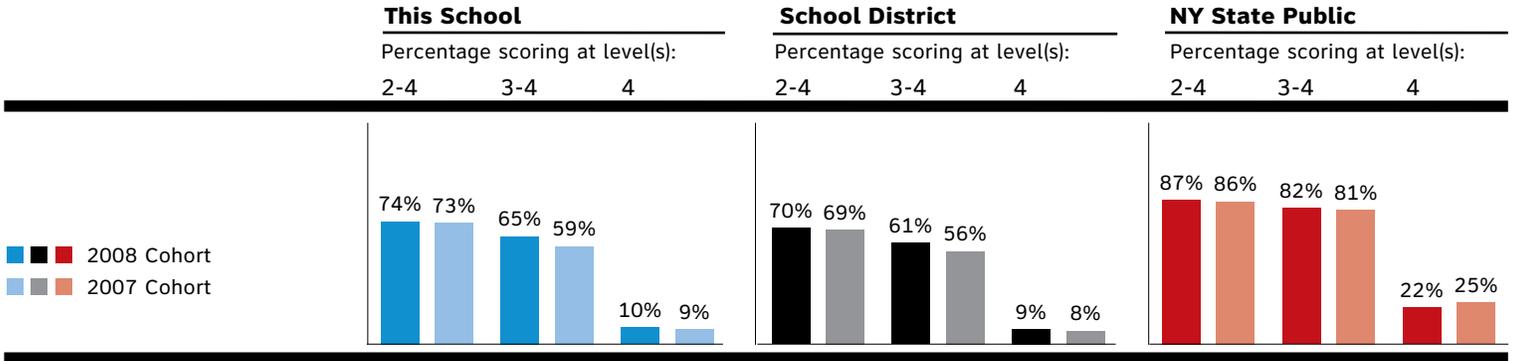
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## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>658</b>	<b>74%</b>	<b>65%</b>	<b>10%</b>	<b>714</b>	<b>73%</b>	<b>59%</b>	<b>9%</b>
Female	366	77%	68%	9%	373	77%	61%	9%
Male	292	70%	61%	11%	341	70%	57%	8%
American Indian or Alaska Native	5	-	-	-	4	-	-	-
Black or African American	393	68%	58%	5%	454	72%	55%	2%
Hispanic or Latino	83	82%	70%	10%	74	61%	51%	5%
Asian or Native Hawaiian/Other Pacific Islander	51	80%	63%	10%	37	76%	70%	16%
White	122	85%	83%	26%	142	83%	73%	31%
Multiracial	4	-	-	-	3	-	-	-
Small Group Totals	9	78%	78%	11%	7	86%	57%	0%
General-Education Students	556	83%	74%	12%	580	82%	69%	10%
Students with Disabilities	102	24%	13%	0%	134	37%	16%	1%
English Proficient	603	73%	65%	10%	674	74%	59%	9%
Limited English Proficient	55	80%	60%	2%	40	68%	58%	0%
Economically Disadvantaged	386	74%	63%	6%	358	72%	58%	2%
Not Disadvantaged	272	74%	67%	14%	356	74%	61%	15%
Migrant								
Not Migrant	658	74%	65%	10%	714	73%	59%	9%

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## 2 Student Performance

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### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	658	8%	41%	13%	556	7%	46%	15%	102	11%	11%	0%
<b>U.S. History and Government</b>	658	7%	35%	21%	556	6%	39%	24%	102	13%	11%	2%
<b>Science</b>	658	7%	45%	13%	556	7%	51%	16%	102	11%	14%	1%

### New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	5	0	0	0	5
Mathematics	5	0	0	1	4
Social Studies	5	0	0	1	4
Science	5	0	0	0	5

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# 2 Student Performance

School **ALBANY HIGH SCHOOL**  
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## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	519	84%	72%	24%	462	87%	77%	26%	57	56%	32%	2%
	2010-11	545	90%	80%	26%	491	94%	84%	28%	54	59%	41%	2%
	2009-10	435	73%	49%	4%	376	78%	55%	5%	59	42%	15%	0%
Integrated Algebra	2011-12	793	71%	41%	1%	689	75%	45%	1%	104	44%	18%	0%
	2010-11	601	73%	47%	1%	514	78%	51%	2%	87	47%	20%	0%
	2009-10	792	71%	47%	1%	692	75%	51%	1%	100	45%	17%	0%
Geometry	2011-12	316	90%	72%	21%	305	90%	71%	21%	11	100%	82%	9%
	2010-11	272	89%	74%	13%	265	89%	74%	12%	7	71%	71%	14%
	2009-10	300	80%	61%	9%	299	—	—	—	1	—	—	—
Algebra 2/Trigonometry	2011-12	196	63%	41%	8%	193	—	—	—	3	—	—	—
	2010-11	211	57%	40%	10%	209	—	—	—	2	—	—	—
	2009-10	177	56%	45%	10%	174	—	—	—	3	—	—	—
Global History and Geography	2011-12	682	68%	50%	14%	583	75%	56%	17%	99	24%	10%	0%
	2010-11	774	61%	43%	10%	648	69%	49%	12%	126	24%	14%	0%
	2009-10	741	61%	44%	13%	650	66%	48%	15%	91	23%	11%	0%
U.S. History and Government	2011-12	593	79%	65%	22%	528	83%	68%	23%	65	52%	37%	8%
	2010-11	598	76%	62%	24%	540	80%	66%	26%	58	45%	22%	2%
	2009-10	550	78%	64%	24%	484	81%	66%	26%	66	59%	50%	9%
Living Environment	2011-12	553	77%	51%	7%	477	80%	55%	8%	76	55%	26%	1%
	2010-11	441	77%	54%	8%	376	80%	57%	9%	65	60%	34%	3%
	2009-10	494	78%	56%	7%	452	80%	58%	8%	42	57%	38%	0%
Physical Setting/Earth Science	2011-12	206	81%	68%	28%	195	81%	70%	28%	11	73%	45%	27%
	2010-11	204	87%	74%	20%	196	88%	75%	20%	8	63%	38%	13%
	2009-10	245	70%	55%	16%	227	73%	58%	18%	18	39%	17%	0%
Physical Setting/Chemistry	2011-12	195	74%	44%	9%	192	—	—	—	3	—	—	—
	2010-11	218	78%	45%	4%	215	—	—	—	3	—	—	—
	2009-10	241	76%	40%	5%	237	—	—	—	4	—	—	—
Physical Setting/Physics	2011-12	61	69%	44%	5%	61	69%	44%	5%	0	—	—	—
	2010-11	70	83%	73%	23%	69	—	—	—	1	—	—	—
	2009-10	91	63%	49%	12%	91	63%	49%	12%	0	—	—	—

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# 2 Student Performance

School **ALBANY HIGH SCHOOL**  
 School ID **01-01-00-01-0034**

District **ALBANY CITY SCHOOL DISTRICT**

## Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	81	23%	2	—	79	—
	2010-11	138	24%	2	—	136	—
	2009-10	157	18%	4	—	153	—
Science	2011-12	93	28%	2	—	91	—
	2010-11	120	30%	1	—	119	—
	2009-10	169	21%	4	—	165	—
Reading	2011-12	31	52%	1	—	30	—
	2010-11	37	35%	1	—	36	—
	2009-10	86	38%	2	—	84	—
Writing	2011-12	26	65%	0	—	26	65%
	2010-11	35	51%	1	—	34	—
	2009-10	84	57%	2	—	82	—
Global Studies	2011-12	95	36%	4	—	91	—
	2010-11	99	40%	7	43%	92	40%
	2009-10	98	7%	3	—	95	—
U.S. History and Government	2011-12	54	59%	3	—	51	—
	2010-11	78	38%	3	—	75	—
	2009-10	53	17%	4	—	49	—

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# 2 Student Performance

School **ALBANY HIGH SCHOOL**  
School ID **01-01-00-01-0034**

District **ALBANY CITY SCHOOL DISTRICT**

## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades K-1)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	199	19%	33%	24%	24%	194	20%	34%	24%	23%	5	0%	20%	20%	60%
	2010-11	178	13%	31%	27%	28%	174	—	—	—	—	4	—	—	—	—
	2009-10	157	6%	29%	28%	38%	151	6%	28%	28%	37%	6	0%	33%	17%	50%
Reading and Writing (Grades 9-12)	2011-12	199	27%	49%	18%	6%	194	28%	49%	17%	6%	5	0%	40%	40%	20%
	2010-11	178	29%	52%	11%	8%	174	—	—	—	—	4	—	—	—	—
	2009-10	157	14%	54%	22%	11%	151	15%	53%	22%	11%	6	0%	67%	17%	17%

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# 3 Student Outcomes

School **ALBANY HIGH SCHOOL**  
School ID **01-01-00-01-0034**

District **ALBANY CITY SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	418		390		28	
	2010-11	426		369		57	
	2009-10	413		380		33	
<b>Receiving a Regents Diploma</b>	2011-12	338	81%	335	86%	3	11%
	2010-11	313	73%	301	82%	12	21%
	2009-10	265	64%	259	68%	6	18%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	76	18%	76	19%	0	0%
	2010-11	88	21%	86	23%	2	4%
	2009-10	101	24%	99	26%	2	6%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	33	N/A	0		33	N/A
	2010-11	33	N/A	0		33	N/A
	2009-10	37	N/A	0		37	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	208	9%	168	9%	40	10%
	2010-11	171	8%	132	7%	39	9%
	2009-10	237	9%	206	10%	31	7%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	15	1%	13	1%	2	1%
	2010-11	17	1%	14	1%	3	1%
	2009-10	12	0%	11	1%	1	0%
<b>Total Non-completers</b>	2011-12	223	10%	181	10%	42	11%
	2010-11	188	8%	146	8%	42	10%
	2009-10	249	10%	217	11%	32	7%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	104	23%	104	27%	0	0%
<b>To 2-year College</b>	258	57%	240	62%	18	30%
<b>To Other Post-secondary</b>	7	2%	5	1%	2	3%
<b>To the Military</b>	3	1%	3	1%	0	0%
<b>To Employment</b>	36	8%	22	6%	14	23%
<b>To Adult Services</b>	27	6%	0	0%	27	44%
<b>To Other Known Plans</b>	1	0%	1	0%	0	0%
<b>Plan Unknown</b>	15	3%	15	4%	0	0%